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ABSTRACT

The objectives and assessment characteristics of the Georgia Criterion-Referenced Tests for grade 3 are defined for reading and mathematics. Mathematics objectives are given for: (1) concept identification, the recognition of names, relations, and properties of numbers and units; (2) component operations, using numbers and unit of measurement; and (3) problem solving. For reading, objectives are defined for literal comprehension, understanding of explicitly stated material; (2) inferential comprehension; and (3) problem solving. For each objective, assessment characteristics are listed to show the context appropriate to the grade level in academic and everyday contexts. Sample questions accompany each objective. Strategies students may be using in incorrect answers are also discussed for each objective. (SLD)

1

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GEORGIA CRITERION-REFERENCED TESTS

3rd GRADE CRITERION-REFERENCED TEST
OBJECTIVES AND ASSESSMENT CHARACTERISTICS
MATHEMATICS AND READING TESTS

Student Assessment Unit
Georgia Department of Education
Fall, 1986

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FOREWORD

State Board Policy IHE requires that third grade students must pass state reading and mathematics tests before being promoted to fourth grade. Test results are used along with each local system's criteria to determine whether a student is promoted. Standards for passing the tests were established by the Georgia Board of Education, based on recommendations from a committee of teachers and administrators from systems across the state. There are three test administrations between March and September each year.

OVERVIEW OF TEST DEVELOPMENT

The development of test questions for the third grade tests begins after test content is specified by committees of teachers and curriculum specialists. Test specifications are incorporated in a set of writing guides used to train teachers from local school systems to write and edit test questions. These writing guides form the basis for this document.

Every question is field-tested. Only those questions that match content and are found statistically sound and free of bias can be used on the actual third grade test forms.

As part of the ongoing process of developing test questions for the third grade tests, the writing guides are reviewed and revised if needed. This document has been based on the latest refinement of test content recommended by teacher committees.

To assist teachers in designing effective instruction and to promote good testing practices, it is important for teachers to understand the range of content covered on the tests and the type of question formats that are used on the tests. This document is designed to aid teachers in this task.

Contents

Mathematics Objectives	3
Description of Mathematics Test Content	4
Reading Objectives	63
Description of Reading Test Content	64

USING THIS GUIDE

Each reading and mathematics objective is described by:

Assessment Characteristics. This section lists the components of each objective and what content is appropriate for inclusion in this test.

Examples for Objectives. Every objective has sample questions that show how each piece of content can be tested. The sample questions are not intended to represent every possible format. The number of examples shown for an objective also does not reflect how many questions may appear on the tests. Some objectives simply have more parts than others.

Strategies for Options. For teachers' convenience, the notes in the column next to the response options are intended to explain why the particular group of incorrect options had been selected for each test question. The notes describe inappropriate or incorrect strategies that students may have used in selecting the other options. For example,

$$\begin{array}{r} 453 \\ - 129 \\ \hline \end{array}$$

*(A) 324

(A)

(B) 334

(B) Students might subtract in the ones place correctly but forget to borrow from the tens place.

(C) 336

(C) Students might subtract the smaller from the larger digit in the ones place.

(D) 584

(D) Students might misread the sign and add.

Strategies in the examples describe a limited number of possible errors that students could make. It would be inappropriate to limit consideration of errors only to those represented by the sample questions.

If you have questions about this document, contact the Student Assessment Unit, Georgia Department of Education.

These objectives represent only a portion of the reading and mathematics curriculum recommended for Georgia students. For further information, consult the documents entitled Essential Skills for Georgia Schools and Basic Curriculum Content for Georgia's Public Schools, or contact the Division of Curriculum Services, Georgia Department of Education.

MATHEMATICS

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS OBJECTIVES

Skill Area: Concept Identification

- Objective 1: The student recognizes different names for whole numbers and fractions in the context of academic tasks or everyday situations.
- Objective 2: The student identifies relations and properties of sets or numbers in the context of academic tasks or everyday situations.
- Objective 3: The student identifies sets of points and their relations and properties in the context of academic tasks or everyday situations.
- Objective 4: The student selects customary or metric units to measure length, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Skill Area: Component Operations

- Objective 5: The student determines amounts of money in the context of academic tasks or everyday situations.
- Objective 6: The student applies customary or metric units to measure length, volume, weight, time, and temperature in the context of academic tasks or everyday situations.
- Objective 7: The student computes with whole numbers in the context of academic tasks.

Skill Area: Problem Solving

- Objective 8: The student estimates results in the context of academic tasks or everyday situations.
- Objective 9: The student selects the appropriate operation for a given problem in the context of academic tasks or everyday situations.
- Objective 10: The student solves simple word problems in the context of academic tasks or everyday situations.
- Objective 11: The student organizes data in the context of academic tasks or everyday situations.
- Objective 12: The student interprets data which has been organized in the context of academic tasks or everyday situations.

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Concept Identification

Objective 1: The student recognizes different names for whole numbers and fractions in the context of academic tasks or everyday situations.

Assessment Characteristics:

- translates words to numerals and the reverse *

Numbers may go through 9,999.

- determines a number represented by a model

Numbers may go through 999.

- identifies fraction for a model

Appropriate fractions are halves, thirds, fourths, sixths, eighths, and tenths. Test questions will not require students to translate equivalent fractions, such as

$$\frac{1}{2} \text{ for } \frac{2}{4}.$$

Parts of the set may be shaded or have different characteristics (e.g., Which part of the group of eggs is cracked?)

- identifies place value

Test questions may ask a student to identify the place value for a given digit or recognize a number written in expanded notation. Notations can be presented out of sequence (e.g., hundreds, ones, tens). Numbers may go up through 9,999.

Commas are not an integral part of numerals. Some texts use commas while others do not. Test questions will show numerals both ways. Commas will not be used in options when they detract from the strategy for the incorrect option.

* When reading the test question aloud to students cues the answer, students are instructed to read the question on their own.

Examples for Objective 1.Strategies for Options:

translates words to numerals

Which is eight hundred ten?

- (A) 108
- (B) 801
- *(C) 810
- (D) 80010

- (A) reverse order of two or more digits
- (B) reverse order of two or more digits
- (C)
- (D) literal translation

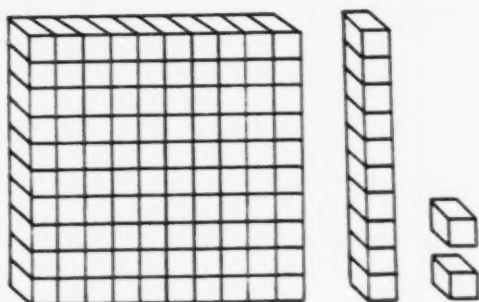
translates numerals to words

Which is the same as 7,000?

- (A) seven hundred
- *(B) seven thousand
- (C) seventy thousand
- (D) seven hundred thousand

- (A) insufficient zeros
- (B)
- (C) extraneous zeros
- (D) extraneous zeros

determines whole numbers from a model



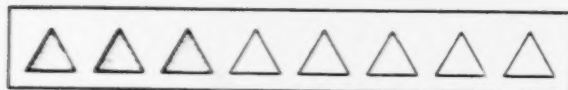
Which number is shown?

- (A) 12
- *(B) 112
- (C) 1002
- (D) 10012

- (A) ignored hundred's
- (B)
- (C) literal translation. 11 100 and omitted 10's
- (D) literal translation of 100

Examples for Objective 1:

identifies fraction for a model



Which part of the group is shaded?

* (A) $\frac{3}{8}$

(B) $\frac{8}{3}$

(C) $\frac{1}{5}$

(D) $\frac{5}{3}$

Strategies for Options:

(A)

(B) reciprocal

(C) $\frac{\text{number shaded elements}}{\text{number unshaded elements}}$

(D) reciprocal of option C

identifies model for a fraction

Which circle is $\frac{3}{4}$ shaded?

(A)



* (B)



(C)



(D)



(A) 3 of 4 unequal parts are shaded

(B)

(C) 3 of 4 unequal parts are shaded

(D) 3 shaded parts; 4 unshaded parts

Examples for Objective 1:**identifies place value**

Which is 4 ones + 9 thousands + 5 tens?

- (A) 495
- (B) 954
- (C) 4,950
- *(D) 9,054

Strategies for Options:

- (A) digits in order
- (B) omission of zero
- (C) digits in order, uses four places
- (D)

identifies place value

Which is 9 thousands + 5 tens + 4 ones?

- (A) 954
- *(B) 9054
- (C) 9541
- (D) 900054

- (A) ignored omission of hundreds
- (B)
- (C) "four ones" written literally
- (D) "9 thousands" written literally

identifies place value

Which is the same as 9,000 + 50 + 4?

- (A) 9 thousands + 5 hundreds + 4 tens
- (B) 9 thousands + 5 hundreds + 4 ones
- *(C) 9 thousands + 5 tens + 4 ones
- (D) 9 hundreds + 5 tens + 4 ones

- (A) confused hundreds and tens
- (B) confused tens and ones
- (C)
- (D) confused hundreds and thousands

identifies place value

2150

The 5 is in which place?

- (A) ones
- *(B) tens
- (C) hundreds
- (D) thousands

- (A) other possible places
- (B)
- (C) other possible places
- (D) other possible places

identifies place value

7,052

Which is in the hundreds place?

- (A) 7
- *(B) 0
- (C) 5
- (D) 2

- (A) thousands place
- (B)
- (C) tens place
- (D) ones place

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Concept Identification

Objective 2: The student identifies relations and properties of sets or numbers in the context of academic tasks or everyday situations.

Assessment Characteristics:

- identifies relations of sets
 - identifies a subset
 - identifies 1-1 correspondence

Set terminology is not used. Test questions emphasize non-numerical relations.

- identifies relations of whole numbers

compares whole numbers

Test questions compare whole numbers up to 999 by recognizing relationships including less than, greater than, before, after, between, equal to, nearest to, largest or smallest.

completes a sequence

Test questions require completing a sequence. Appropriate sequences may require counting by ones, twos, threes, fives, tens, or hundreds. The wording for these questions indicates the numbers given are in a sequence.

A missing number may be at the beginning, end, or middle of the sequence. When using irregular sequences, (e.g., 4, 7, 10, 13, 16), at least five numbers are given to set up the sequence; at least three numbers are given for regular sequences.

counts

Test questions may require students to count by ones, twos, threes, fives, tens, or hundreds starting at any whole number.

determines missing pair

Test questions may require determining a pair of numbers or the missing element of a pair given a relation. A relation is illustrated in a table with several ordered pairs. Either a missing pair or element of a pair must be determined.

interprets symbols

Test questions require choosing which symbol ($<$, $>$, or $=$) should be used to make a true mathematical statement. Other questions require interpreting the meaning of the symbol. Operations are limited to basic facts less than 10.

Examples for Objective 2:

identifies 1-1 correspondence



Which has the same number of stars as the picture above?

(A)



*(B)



(C)



(D)



Strategies for Options:

(A) not in 1-1 correspondence

(B)

(C) not in 1-1 correspondence

(D) not in 1-1 correspondence

compares whole numbers

Which is nearest to 80?

- (A) 70
- *(B) 78
- (C) 86
- (D) 91

- (A) one digit difference in tens place
- (B)
- (C) in the 80's but 6 units away
- (D) 1 in ones place is nearest to 0; disregarded tens place

Example for Objective 2:

interprets symbols

$$23 < \square$$

Which is $\square$?

- (A) 18
- (B) 20
- (C) 22
- *(D) 25

Strategies for Options:

- (A) less than 23
- (B) less than 23
- (C) less than 23
- (D)

chooses symbol

$$2 + 1 \square 5$$

Which symbol makes this a true sentence?

- *(A) <
- (B) =
- (C) >
- (D) \$

- (A)
- (B) another relation
- (C) another relation
- (D) dollar sign symbol

interprets symbols

$$8 \square < 10$$

Which does the symbol in the box mean?

- *(A) is less than
- (B) is greater than
- (C) is equal to
- (D) is added to

- (A)
- (B) another relation
- (C) another relation
- (D) an operation

counting

Starting at 17 and counting by tens, which are the next two numbers?

- (A) 18, 19
- (B) 20, 30
- (C) 20, 23
- *(D) 27, 37

- (A) count by ones
- (B) started at 10
- (C) counted by 3's
- (D)

Examples for Objective 2:

completes a sequence

, 12, 14, 16

Which number completes the sequence?

- *(A) 10
- (B) 11
- (C) 15
- (D) 18

Strategies for Options:

- (A)
 - (B) number that precedes 12
 - (C) number between 14 and 16
 - (D) added 2 to last number
-

completes a sequence

4, 7, 10, , 16, 19

Which number completes the sequence?

- (A) 11
- *(B) 13
- (C) 14
- (D) 15

- (A) follows 10
 - (B)
 - (C) even numbers between 10 and 16
 - (D) precedes 16
-

determines missing pair

1	3
3	5
5	7

Which pair belongs in the boxes?

- (A) 6, 8
- (B) 7, 8
- *(C) 7, 9
- (D) 9, 13

- (A) adds 1 to last pair
- (B) finds pattern in first column only
- (C)
- (D) doesn't follow same sequence

Examples for Objective 2:

identifies ordinal numbers



Joy Mike Lucia Tina Ray

Who is fourth in line from the ticket window?

- (A) Joy
- (B) Mike
- *(C) Tina
- (D) Ray

Strategies for Options:

- (A) another person in line
- (B) fourth from the right instead of ticket window
- (C)
- (D) another person in line

chooses symbols

$$\frac{1}{4} \quad \boxed{\text{is less than}} \quad \frac{3}{4}$$

Which symbol means the same as the words in the box?

- (A) >
- *(B) <
- (C) =
- (D) +

- (A) another relation
- (B)
- (C) another relation
- (D) addition sign

Examples for Objective 2:**properties of numbers**

Which is an even number?

- (A) 9
- (B) 13
- (C) 23
- *(D) 32

Strategies for Options:

- (A) odd number
- (B) odd number
- (C) odd number
- (D)

properties of numbers

Which has all even numbers?

- *(A) {4, 10, 20}
- (B) {5, 6, 7}
- (C) {6, 19, 40}
- (D) {12, 15, 16}

- (A)
- (B) contains two odd numbers
- (C) contains one odd number
- (D) contains one odd number

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Concept Identification

Objective 3: The student identifies sets of points and their relations and properties in the context of academic tasks or everyday situations.

Assessment Characteristics:

- identifies standard geometric shapes and sets of points

The following are used:

- | | | |
|------------|---------|---------------|
| -triangle | -square | -angle |
| -rectangle | -cone | -line |
| -circle | -sphere | -open curve |
| -cylinder | -cube | -closed curve |

Shapes are not always presented in standard positions (e.g., ).

- uses ordered pairs to locate points on a coordinate grid

A map or seating chart may be used. Only the first quadrant of a grid will be given. In most cases, horizontal and vertical axes are labeled differently (e.g., letters and numbers, streets and roads).

- identifies geometric relations

- | | |
|-------------------------|------------|
| - inside | - shortest |
| - parallel | - longest |
| - outside | |
| - same size, same shape | |

- identifies transformations

Test questions require that students recognize that a shape or object is the same as another even though it has been moved. Other questions require identifying which object is symmetrical with respect to a specified line.

- classifies objects

Given a universal set, a student would choose which subsets have been grouped by one criterion (e.g., things to eat and not to eat) or two criteria (e.g., things to eat and things to wear). No set terminology is used.

The objects may be classified according to shading, shape, size, use, number of sides, etc.

Assessment Characteristics: (continued)

- **recognizes the basis of a classification**

These test questions require students to select objects that could be a part of a given set. The objects may be grouped according to shading, shape, size, thickness, use, number of sides, etc.

No set terminology is used.

- **identify properties of standard geometric shapes**

Test questions may ask for the number of sides or angles in a shape.

Examples for Objective 3:
identifies geometric shapes

Which is a square?

- (A) 
- (B) 
- *(C) 
- (D) 

Strategies for Options:

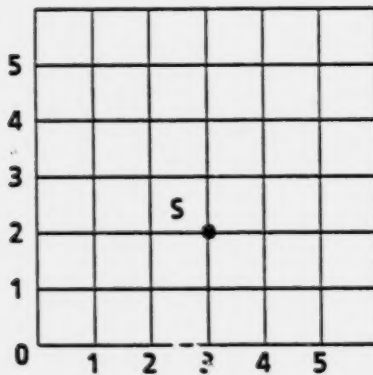
(A) another shape

(B) another shape

(C)

(D) another shape

uses ordered pairs



Which is the number pair for S?

- *(A) (3,2)
(B) (4,3)
(C) (3,3)
(D) (2,4)

- (A)
(B) started counting at origin
(C) another pair
(D) another pair

Examples for Objective 3:

uses ordered pairs

Strategies for Options:



Who sits in row 2, desk 3?

- (A) Jill
- * (B) Bill
- (C) Bob
- (D) Mike

- (A) (2,2) position
- (B)
- (C) (1,2) position
- (D) row 3, desk 2

Examples for Objective 3:

geometric relations (parallel)

Which are parallel?

*(A)



(B)



(C)



(D)



Strategies for Options:

(A)

(B) shows a different relationship between lines

(C) shows a different relationship between lines

(D) shows a different relationship between lines

geometric relations (inside)

Which shows a flower inside a circle?

*(A)



(B)



(C)



(D)



(A)

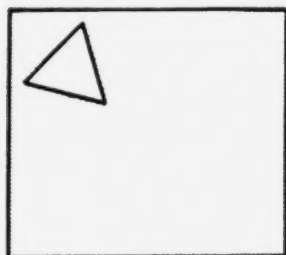
(B) flower is outside circle

(C) flower is outside circle

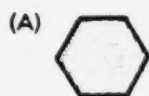
(D) circle is part of flower

Examples for Objective 3:

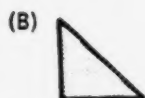
geometric relations (transformation)



Which shape fits in the puzzle above?



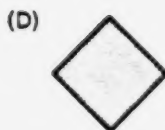
(A) shape does not fit



(B) a triangle, but will not fit the shape



(C)



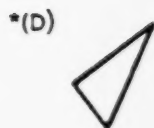
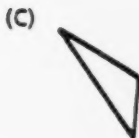
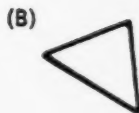
(D) shape does not fit

Examples for Objective 3:

geometric relations (transformation)



Which shows the figure when it has been turned?



Strategies for Options:

(A) triangle, but wrong shape

(B) triangle, but wrong shape

(C) triangle, but wrong shape

(D)

Examples for Objective 3:

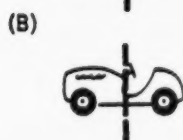
Strategies for Options:

geometric relations (symmetry)

Which picture can be folded along the dotted line so that the two parts are the same?



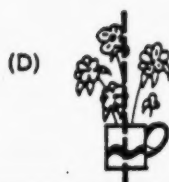
(A)



(B) not symmetrical



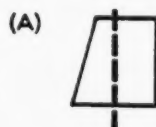
(C) not symmetrical



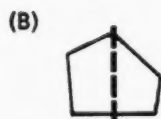
(D) not symmetrical

geometric relations (symmetry)

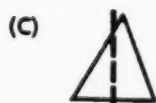
Which shape can be folded along the dotted line so that the two parts are the same?



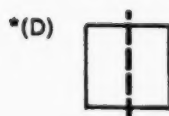
(A) not symmetrical



(B) not symmetrical



(C) not symmetrical



(D)

Examples for Objective 3:

geometric relations (symmetry)



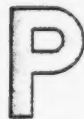
A letter has been cut from this folded piece of paper.
Which is the letter?

(A)



(A) top would not be connected

(B)



(B) closed figure

(C)



(C) another letter

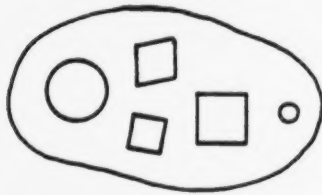
*(D)



(D)

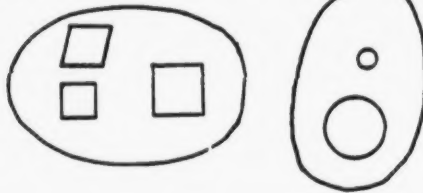
Examples for Objective 3:

chooses grouping



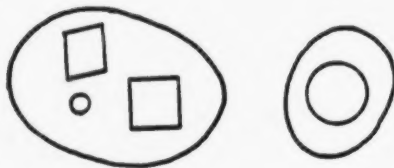
Which are grouped by things that are circles and things that are not circles?

*(A)



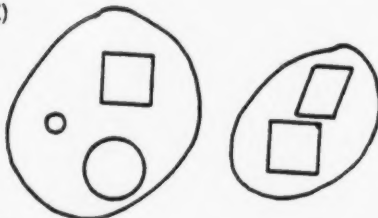
(A)

(B)



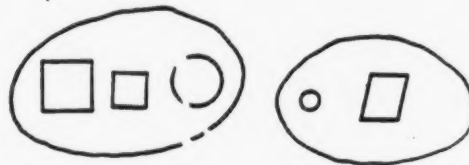
(B) both groups contain circles

(C)



(C) neither group contains only circles

(D)



(D) neither group contains only circles

Examples for Objective 3:

recognizes basis for classification

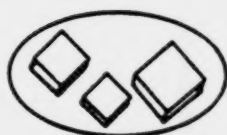


This object belongs in which group?

(A)



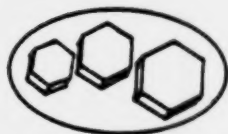
*(B)



(C)



(D)



Strategies for Options:

(A) circular

(B)

(C) three sided

(D) five sided

properties of geometric shapes



How many angles are there in the drawing?

(A) 0

(B) 1

*(C) 4

(D) 8

(A) too few

(B) too few

(C)

(D) too many

Examples for Objective 3:

properties of geometric shapes



How many sides does the figure have?

- (A) 2
- * (B) 3
- (C) 4
- (D) 5

Strategies for Options:

- (A) too few
- (B)
- (C) too many
- (D) too many

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Concept Identification

Objective 4: The student selects customary or metric units to measure length, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Assessment Characteristics:

- selects units of length, volume (capacity), weight, time, temperature

Test questions may require choosing the unit or size of unit for a specific measurement task. There are no conversions within or between systems of measurement.

Test questions may require selecting the appropriate instrument to measure a given attribute. Instruments could include measuring cups, scales, thermometers.

Questions may give a measurement (68°, 7 miles) and ask what object or situation could be measured (warm day, distance between cities).

Appropriate units include:

centimeter	liter	gram	minute	degree
meter	pint	ounce	hour	
kilometer	quart	pound	day	
inch	gallon	kilogram	week	
foot	cup			
yard				
mile				

Abbreviations are used for days of the week only.

Metric and customary units may sometimes be used together in options.

Volume questions include only measures of capacity.

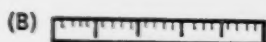
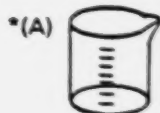
Examples for Objective 4:

Strategies for Options:

selects instrument for volume

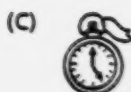


Which would be used to measure how much water the pitcher could hold?



(A)

(B) measures length



(C) measures time

(D) measures temperature

selects most appropriate unit

Which could be the weight of a child?

- (A)** 80 grams
- (B)** 80 ounces
- * (C)** 80 pounds
- (D)** 80 tons

- (A)** too light
- (B)** too light
- (C)**
- (D)** too heavy

selects unit for time

Which is NOT a unit of time?

- (A)** day
- (B)** hour
- * (C)** inch
- (D)** minute

- (A)** unit of time
- (B)** unit of time
- (C)**
- (D)** unit of time

selects characteristic to match measurement

Which could be 68 degrees?

- * (A)** temperature of a room
- (B)** length of a shelf
- (C)** weight of a dog
- (D)** height of a boy

- (A)**
- (B)** unit of length
- (C)** unit of weight
- (D)** unit of height

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Component Operations

Objective 5: The student determines amounts of money in the context of academic tasks or everyday situations.

Assessment Characteristics:

- **reads amounts of money ***

These questions ask students to read money values written as words or decimal numbers or recognize equivalent amounts.

Coins in test book are actual size. Heads and tails of coins may be shown. Multiple dollars can be shown by overlapping bills.

- **recognizes equivalent amounts of money**

Test questions require counting money given representations of coins and bills.

Amounts should be less than \$5. Appropriate denominations are penny, nickel, dime, quarter, one-dollar bill. Coins are presented in order from greatest to least, with no more than 7 coins.

- **computes with money**

Test questions require students to add and subtract using decimal notation. The addends should be less than \$10.

- **solves word problems**

Test questions are limited to:

- finding the correct change from a dollar,
- determining the amount spent, or
- the cost of a purchase, up to \$5 with no more than three items.

If coins are represented in making change, they should be presented as they would be counted back (from least to greatest value).

**When reading the question aloud to students cues the answer, students are instructed to read the question on their own.*

Examples for Objective 5:

reads amounts of money

Which is two dollars and fourteen cents?

- (A) \$214.00
- (B) \$ 14.02
- *(C) \$ 2.14
- (D) \$ 2.04

Strategies for Options:

- (A) misplaced decimal
- (B) confuses value of dollars and cents
- (C)
- (D) confuses "four" with "fourteen"

recognizes equivalent amounts



Which is the same amount as a nickel?

(A)



(A) confuses quarter with nickel

(B)



(B) confuses two nickels with one dime

(C)



(C) confuses dimes with pennies

*(D)



(D)

Examples for Objective 5:

recognizes equivalent amounts



How much money is shown?

- *(A) \$ 1.02
- (B) \$ 1.20
- (C) \$ 2.01
- (D) \$10.02

Strategies for Options:

- (A)
- (B) confuses pennies with dimes
- (C) reverses value of dollars and cents
- (D) extraneous zero

recognizes equivalent amounts

Which is the same amount as \$.50?

- (A) 5 nickels
- (B) 5 dollars
- (C) 1 quarter, 2 dimes
- *(D) 2 quarters

- (A) confuses values of nickels and dimes
- (B) sees 50¢ as \$5.00
- (C) adds incorrectly
- (D)

computes with money

$$\begin{array}{r} \$.72 \\ + .58 \\ \hline \end{array}$$

- *(A) \$ 1.30
- (B) \$ 1.20
- (C) \$.22
- (D) \$.13

- (A)
- (B) did not carry - computation error
- (C) subtracted
- (D) misplaced decimal

Examples for Objective 5:

word problem - finding change

Joan bought a ball for 55¢. How much change should she get from a dollar?

*(A)



(B)



(C)



(D)



Strategies for Options:

(A)

(B) confused nickel with quarter and penny with dime

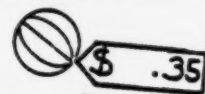
(C) picked option with five coins

(D) 50¢

reads amounts of money

Which toy costs three dollars and fifty cents?

(A)



(B)



(C)



*(D)



(A) misplaced decimal (B) confuse "five" with "fifty"

(C) misplaced decimal (D)

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Component Operations

Objective 6: The student applies customary or metric units to measure length, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Assessment Characteristics:

- applies units of length, volume (capacity), weight, time, temperature

No conversions between customary and metric units nor within a system should be made. The units are not abbreviated. Appropriate units for this objective include:

centimeter	liter	gram	minute	degree
meter	pint	ounce	hour	
inch	quart	pound	day	
foot	gallon	kilogram	week	
yard	cup			
mile				
kilometer				

Instruments that may be used include rulers, clocks, calendars, thermometers, and scales.

Additional features of these questions include:

Length questions may require identifying the longest or shortest object, reading a scale to measure length, or determining the perimeter of a given figure with the length of each side given. Objects placed next to rulers will not always be at the starting point.

Capacity and weight questions only require reading a graduated scale.

Time questions may require students to use calendars and clocks for telling time. The quarter hour and half hour notations that may be used are "two fifteen" or "two forty-five", not "quarter past" or "quarter til."

Temperature questions may show both Fahrenheit or Celsius units. Test questions may ask which temperatures are warmest or coldest. No conversions are asked.

Sample wording for test questions include:

- Which unit is used in measuring the length of the door?
- Which is the measurement of capacity of a cup?
- Which is used to give the measurement of weight for a girl?
- Which shows the measurement of length for a wall?
- About how many units long is the pencil?
- Which would be weight of an apple?

Examples for Objective 6:

applies measures of length

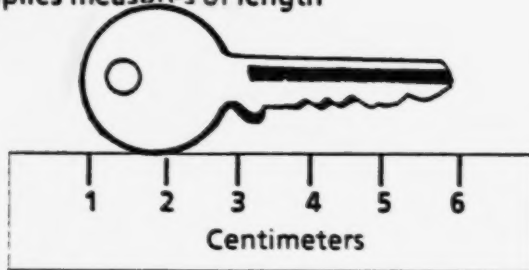
Which is shortest?

- *(A) length of a gem clip
- (B) length of a new pencil
- (C) height of a cereal box
- (D) length of a man's shoe

Strategies for Options:

- (A)
- (B) longer
- (C) longer
- (D) longer

applies measures of length

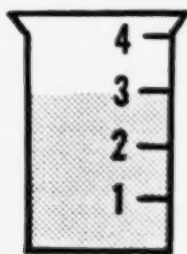


Look at the key and the ruler. About how many centimeters long is the key?

- (A) 1
- (B) 4
- *(C) 5
- (D) 7

- (A) another unit on scale
- (B) another unit on scale
- (C)
- (D) top unit

applies measures of volume



How many units of water are in the glass ?

- (A) 1
- (B) 2
- *(C) 3
- (D) 4

- (A) another unit on scale
- (B) another unit on scale
- (C)
- (D) top unit

Examples for Objective 6:

applies measures of weight



Which is the weight measured by the scale?

- (A) 74 pounds
- (B) 75 pounds
- *(C) 76 pounds
- (D) 80 pounds

Strategies for Options:

- (A) other unit on scale
- (B) other unit on scale
- (C)
- (D) other unit on scale

applies measures of time

January

Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

On which day is January 23?

- *(A) Mon.
- (B) Tues.
- (C) Wed.
- (D) Thur.

- (A)
- (B) another day
- (C) another day
- (D) another day

applies measures of time



Which time is shown?

- (A) 2:00
- *(B) 2:15
- (C) 3:00
- (D) 3:10

- (A) ignores minute hand
- (B)
- (C) confuses hands and ignores hour hand
- (D) confuses hour and minute hands

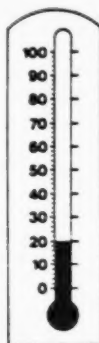
Examples for Objective 6:

Strategies for Options:

applies measures of temperature

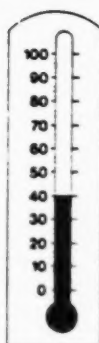
Which thermometer shows the warmest temperature?

(A)



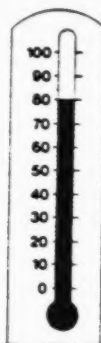
(A) coolest

(B)



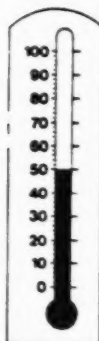
(B) cooler

*(C)



(C)

(D)



(D) cooler

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Component Operations

Objective 7: The student computes with whole numbers in the context of academic tasks.

Assessment Characteristics:

- **computes with whole numbers: adds, subtracts, multiplies, divides**

Problems may be presented in horizontal or vertical forms. Test questions may cover the following areas:

- basic addition and subtraction facts (0 - 9); basic multiplication and division facts (0 - 10)
- two addends of three digits or less (with or without regrouping)
- four addends of one digit (with or without regrouping)
- subtraction problems with numerals of 3 or fewer digits (with or without one regrouping)
- multiplication problems emphasize basic facts, but may also include a two-digit number multiplied by a one-digit number with no renaming.

No division problems will go beyond basic facts.

No money test questions are included here. They are covered under Objective 5.

- **recognizes properties of operations**

Commutative and associative properties are assessed as well as the properties of zero and one in addition or multiplication. These questions emphasize applications, not vocabulary.

Examples for Objective 7:**Strategies for Options:***[Students read all computation questions on their own.]***adds whole numbers**

$$8 + 6 =$$

- (A) 2
- *(B) 14
- (C) 48
- (D) 86

- (A) subtracts
- (B)
- (C) multiplies
- (D) combines digits

adds whole numbers

$$\begin{array}{r} 25 \\ + 18 \\ \hline \end{array}$$

- (A) 33
- *(B) 43
- (C) 61
- (D) 313

- (A) doesn't rename
- (B)
- (C) puts down 1 and carries the 3
- (D) doesn't rename properly

subtracts whole numbers

$$\begin{array}{r} 438 \\ - 242 \\ \hline \end{array}$$

- *(A) 196
- (B) 216
- (C) 296
- (D) 680

- (A)
- (B) subtracts smaller digit from larger
- (C) forgets to rename
- (D) adds

multiplies whole numbers

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

- (A) 9
- (B) 18
- *(C) 81
- (D) 99

- (A) uses common digit
- (B) adds
- (C)
- (D) uses numbers from problem

Examples for Objective 7:

multiplies whole numbers

$$\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$$

- (A) 26
- (B) 28
- (C) 66
- * (D) 88**

Strategies for Options:

- (A) adds
- (B) multiplies ones columns only
- (C) adds $4 + 2$ and $4 + 2$
- (D)

divides whole numbers

$$20 \div 4 =$$

- (A) 4
- * (B) 5**
- (C) 16
- (D) 80

- (A) forgets basic fact
- (B)
- (C) subtracts
- (D) multiplies

divides whole numbers

$$10 \overline{)100}$$

- (A) 0
- (B) 1
- * (C) 10**
- (D) 100

- (A) confuses property of zero
- (B) ignores zeros
- (C)
- (D) confuses problem as $100 \div 1$

recognizes commutative property

$$25 + 7 = 7 + \square$$

- (A) 7
- (B) 18
- * (C) 25**
- (D) 32

- (A) number from problem
- (B) $25 - 7$
- (C)
- (D) adds $25 + 7$

Examples for Objective 7:
recognizes associative property

$$(6 + 4) + 2 = 6 + (\quad)$$

- (A) 2
- (B) 4
- * (C) 4 + 2
- (D) 6 + 4 + 2

Strategies for Options:

- (A) number from problem
- (B) number from problem
- (C)
- (D) sum of numbers

recognizes properties of zero

$$5 + \square = 5$$

- * (A) 0
- (B) 1
- (C) 5
- (D) 10

- (A)
- (B) confuses property of one
- (C) number from problem
- (D) 5 + 5

recognizes properties of one

$$7 \times \square = 7$$

- (A) 0
- * (B) 1
- (C) 7
- (D) 14

- (A) confused with property of zero
- (B) misuse property of one
- (C)
- (D) adds

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Problem Solving

Objective 8: The student estimates results in the context of academic tasks or everyday situations.

Assessment Characteristics:

- estimates computations

Standard or non-standard units may be used in these questions.

Numbers may be rounded to tens or hundreds to estimate sums or differences. Problems are structured in such a manner to discourage students from solving the problem and then rounding the result. They are to round the numbers in the problem.

- estimates measures of length or capacity

Test questions may require estimating the number of units, either standard or nonstandard, contained in a figure (length or capacity).

Questions may require making comparisons of measurements using "a little more than," "a little less than," etc.

Fine visual discrimination is not needed to solve the problems.

Examples for Objective 8:

rounds to estimate sums

$$\begin{array}{r} 43 \\ + 71 \\ \hline \end{array}$$

Which shows the numbers in the problem rounded to the nearest ten?

*(A) $\begin{array}{r} 40 \\ + 70 \\ \hline \end{array}$

(B) $\begin{array}{r} 50 \\ + 70 \\ \hline \end{array}$

(C) $\begin{array}{r} 40 \\ + 80 \\ \hline \end{array}$

(D) $\begin{array}{r} 50 \\ + 80 \\ \hline \end{array}$

Strategies for Options:

(A)

(B) 43 rounded up

(C) 71 rounded up

(D) 43 and 71 rounded up incorrectly

rounds numbers

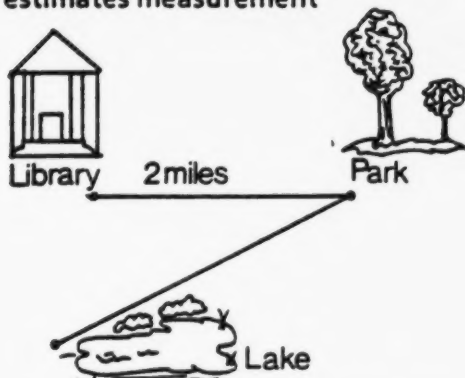
When rounding by tens, which would be rounded to 50?

- (A) 42
(B) 44
*(C) 54
(D) 56

- (A) too small
(B) too small
(C)
(D) too large

Examples for Objective 8:

estimates measurement



About how far is the park from the lake?‡

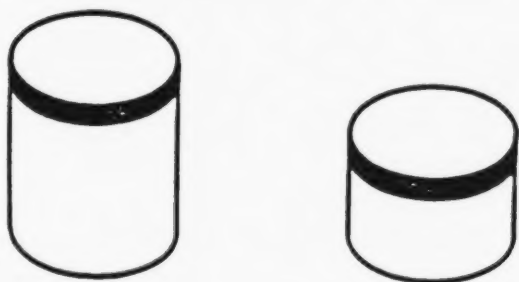
- (A) about one mile
- (B) a little less than two miles
- (C) two miles
- *(D) more than two miles

Strategies for Options:

- (A) distance to lake is more than distance to library
- (B) distance to lake is more than distance to library
- (C) distance to lake is more than distance to library
- (D)

‡ Options are read to the student.

estimates capacity



If the small can holds 1 cup of peanuts, about how much does the large can hold?

- * (A) 2 cups
- (B) 7 cups
- (C) 6 cups
- (D) 8 cups

- (A)
- (B) too much
- (C) too much
- (D) too much

Examples for Objective 8:

estimates measurement



Candle A is ten units long. About how long is Candle B?

- (A) 5 units
- (B) 10 units
- (C) 20 units
- *(D) 30 units

Strategies for Options:

- (A) too short
- (B) too short
- (C) too short
- (D)

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Problem Solving

Objective 9: The student selects the appropriate operation for a given problem situation in the context of academic tasks or everyday situations.

Assessment Characteristics:

- selects appropriate operation of addition, subtraction, multiplication

Test questions require students to choose which operation is needed to solve a problem, rather than compute an answer. Only one operation per problem is allowed.

The questions may present the problem graphically or in sentences.

The options are written with words (multiply 3 times 4) or as mathematical expressions (3×4) or sentences ($3 \times 4 = 12$).

Multiplication with factors less than ten are also included. The basic addition and subtraction facts presented go to 18. Expressions are used to discourage students from computing when the problem goes beyond basic facts.

Key phrases like "in all" or "have left" are not present in every question.

Examples for Objective 9:**selects appropriate operations**

Pat sold 9 boxes of candy and Terry sold 3 boxes.
Which number sentence shows how many boxes
they sold?

- *(A) $9 + 3 = 12$
- (B) $9 - 3 = 6$
- (C) $9 \times 3 = 27$
- (D) $9 \div 3 = 3$

Strategies for Options:

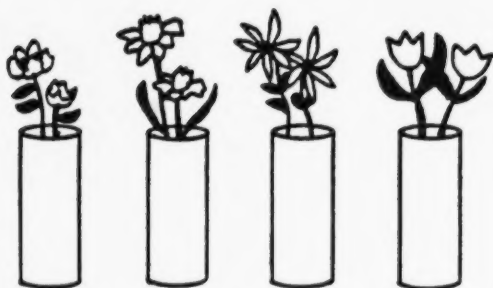
- (A)
- (B) $(a - b)$
- (C) $(a \times b)$
- (D) $(a \div b)$ reverse order of digits

selects appropriate operation

Ali had 28 stickers. He gave 7 of them away.
How many stickers did Ali have left?

- (A) $28 + 7$
- *(B) $28 - 7$
- (C) 28×7
- (D) $28 \div 7$

- (A) $(a + b)$
- (B)
- (C) $(a \times b)$
- (D) $(a \div b)$

selects appropriate operations

How many flowers are there in all?

- (A) $4 + 2$
- (B) $4 - 2$
- *(C) 4×2
- (D) $4 \div 2$

- (A) $(a + b)$
- (B) $(a - b)$
- (C)
- (D) $(a \div b)$

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Problem Solving

Objective 10: The student solves simple word problems in the context of academic tasks or everyday situations.

Assessment Characteristics:

Word problems involve tasks presented in words that require simple reasoning. Only one logical step is required. Key phrases like "in all," "have left," "how many more" will not appear in every question.

- solves word problems in addition, subtraction, and multiplication

Problem contexts may include games, travel, sports, and everyday experiences most third grade students might encounter. No money questions appear in this objective.

Computation is simple, with sums less than 100 or less than 1000 when using multiples of 100 (e.g., $200 + 300$).

Examples for Objective 10:**word problems**

On vacation Antonio found 200 sea shells. He had 300 at home already. How many shells does he have in all?

- (A) 100
- (B) 200
- (C) 300
- *(D) 500

Strategies for Options:

- (A) subtracts
- (B) used number from problem
- (C) used number from problem
- (D)

word problems

Mary Beth made 12 funny hats for a party. There were 15 friends coming to the party. How many more hats did Mary Beth have to make?

- *(A) 3
- (B) 12
- (C) 15
- (D) 27

- (A)
- (B) uses one number from problem
- (C) uses one number from problem
- (D) adds

word problems

In a game of jacks, Lee picked up 3 at a time. Lee did this 7 times before he made a mistake. How many jacks did Lee pick up in all?

- (A) 3
- (B) 4
- (C) 10
- *(D) 21

- (A) number from problem
- (B) subtracted
- (C) added
- (D)

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Problem Solving

Objective 11: The student organizes data in the context of academic tasks or everyday situations.

Assessment Characteristics:

- **selects appropriate presentation of data in tables, bar graphs, and pictographs**

Test questions may present data and ask students to select how it can be represented as part of a table, bar graph, or pictograph.

The figures in the pictographs can represent multiple units.

All graphs should have a title and appropriate labels.

- **identifies information needed to solve a problem**

Test questions may present a situation with insufficient data and require the student to determine what other information is necessary.

Examples for Objective 11:**organizes data**

Student	Weight in Pounds
Art	
Mary	
Jan	
Don	

The nurse weighed four students: Art weighed 55 pounds; Mary, 53 pounds; Jan, 54 pounds; and Don, 59 pounds. This table will show how much each student weighs, but it is not finished. Which weight would be put in the shaded box?

- *(A) 53
- (B) 54
- (C) 55
- (D) 59

Strategies for Options:

- (A)
- (B) another number from the problem
- (C) another number from the problem
- (D) another number from the problem

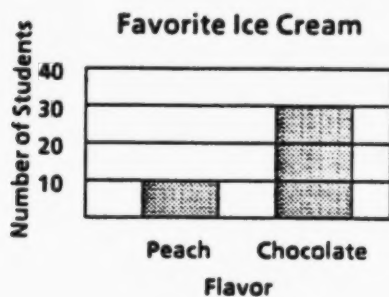
Examples for Objective 11:

organizes data

In a class of forty students, 10 like peach ice cream best and 30 like chocolate ice cream best. Which graph shows how many students like each kind of ice cream?

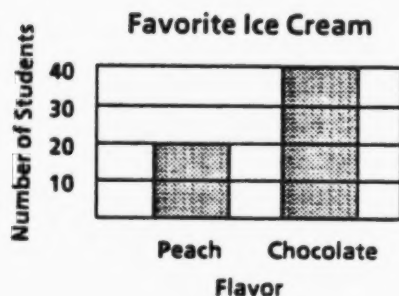
Strategies for Options:

*(A)



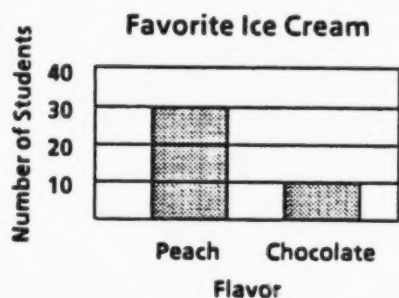
(A)

(B)



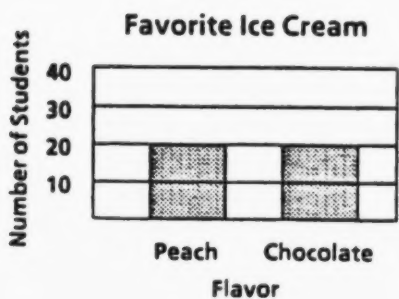
(B) subtracts $30 - 10 = 20$ and plots 20 for Peach; adds $30 + 10 = 40$ and plots 40 for Chocolate

(C)



(C) reversed Peach and Chocolate

(D)



(D) same number of students like both flavors

Examples for Objective 11:

organizes data

Strategies for Options:

Number of Children with Pets

Dogs	  
Cats	 
Fish	   
Birds	

 = 2 children

Gerri is finishing this graph for her teacher. How should she show that six children have birds?

*(A)   

(A)

(B)    

(B) represents 8 children

(C)  

(C) represents 4 children

(D)      

(D) represents 12 children

identifies information

Mary invited 12 friends to a party. She had made party hats for some of them. To find out how many hats she still has to make, what else does Mary need to know?†

- *(A) how many hats were already made
 (B) number of boys coming
 (C) number of girls coming
 (D) the size of the hats

- (A)
 (B) not useful information
 (C) not useful information
 (D) not useful information

†Options are read to the students.

THIRD GRADE CRITERION-REFERENCED TESTS MATHEMATICS TEST CONTENT

Skill Area: Problem Solving

Objective 12: The student interprets data which has been organized in the context of academic tasks or everyday situations.

Assessment Characteristics:

- **interprets data in tables, graphs, diagrams**

Test questions may ask the student to simply read the tables, graphs, or diagrams.

Test questions may require students to draw inferences from the data. Only simple computations are required (e.g., How many more students come to school by car than by bus?).

If a bar falls between the scale lines, the unit would be easy to determine (e.g., On a scale increasing by two's, a bar may represent 5 units.).

Appropriate graphs include bar graphs and pictographs. In a pictograph, the key can represent more than one object.

All graphs have titles and labels.

- **determines probability**

Test questions require students to identify events that are most likely, least likely, or equally likely to occur based on data presented. Spinners will have only four parts.

Examples for Objective 12:

uses information in tables

Students' Weights

Student	Weight in Pounds
Art	55
Mary	53
Jan	54
Don	59

The graph shows how much four students weigh. Which student weighs the most?

- (A) Art
- (B) Mary
- (C) Jan
- * (D) Don

Strategies for Options:

- (A) another person in the table
- (B) another person in the table
- (C) another person in the table
- (D)

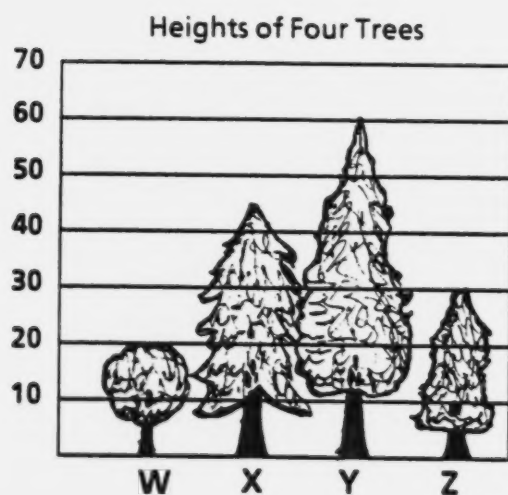
How many more pounds does Art weigh than Jan?

- (A) 55
- (B) 54
- (C) 2
- * (D) 1

- (A) Art's weight
- (B) Jan's weight
- (C) difference in Art's and Mary's weight
- (D)

Examples for Objective 12:

Strategies for Options:



uses information in diagrams

Which tree is the tallest?

- (A) W
- (B) X
- *(C) Y
- (D) Z

- (A) another tree
- (B) another tree
- (C)
- (D) another tree

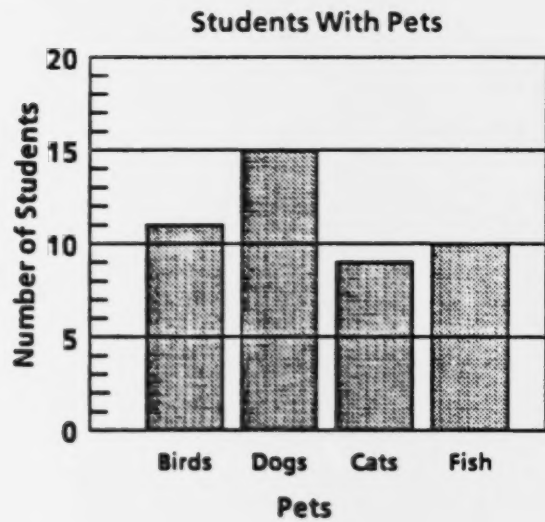
How tall is Tree W?

- *(A) 20 feet
- (B) 30 feet
- (C) 60 feet
- (D) 70 feet

- (A)
- (B) wrong tree
- (C) tallest tree
- (D) top line of scale

Examples for Objective 12:

uses information in bar graphs



How many students have birds for pets?

- (A) 5
- (B) 9
- *(C) 11
- (D) 15

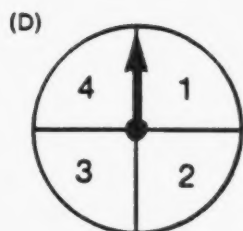
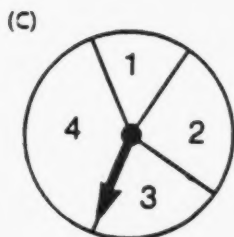
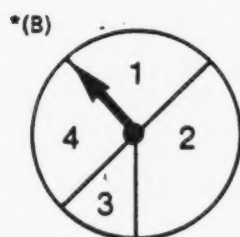
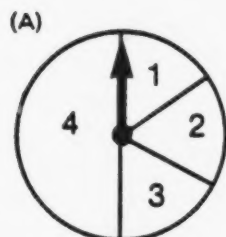
Strategies for Options:

- (A) one interval on scale
- (B) another bar from the graph
- (C)
- (D) another bar from the graph

Examples for Objective 12:

identifies least likely event

Which spinner would LEAST LIKELY stop on the part marked 3?



Strategies for Options:

(A) another number from the table

(B)

(C) another number from the table

(D) another number from the table

Examples for Objective 12:

identifies most likely event

Bob's Marbles

Color	Number of Marbles
Green	2
Blue	3
Yellow	1
Red	9

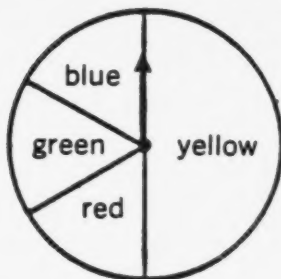
If Bob takes a marble out of the bag without looking, which color is he MOST LIKELY to get?

- (A) Green
- (B) Blue
- (C) Yellow
- *(D) Red

Strategies for Options:

- (A) another color from the table
- (B) another color from the table
- (C) another color from the table
- (D)

identifies most likely event



The spinner will MOST LIKELY land on which color:
red, yellow, green, blue?

- (A) blue
- *(B) yellow
- (C) red
- (D) green

- (A) another color
- (B)
- (C) another color
- (D) another color

READING

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: Literal Comprehension

Objective 1: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Objective 2: The student interprets instructions in the context of academic materials or everyday situations.

Skill Area: Inferential Comprehension

Objective 3: The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Objective 4: The student interprets semantic relationships in the context of academic materials or everyday situations.

Objective 5: The student classifies words in the context of academic materials.

Skill Area: Problem Solving

Objective 6: The student matches similar sounds represented by letters in the context of words.

Objective 7: The student uses reference skills in the context of academic materials or everyday situations.

Objective 8: The student makes predictions in the context of academic materials or everyday situations.

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: Literal Comprehension

Objective 1: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Assessment Characteristics:

Test questions for this objective require the student to read a passage and then answer questions about information explicitly or directly stated in the passage. Passage content is based on reality, not fantasy.

- recognizes explicit main ideas

The main idea states the major point of a passage. The main idea is directly stated in a single sentence.

- recognizes explicit details

Detail questions focus on information important to overall passage comprehension. Detail questions may ask for the setting or location of specific events in the passage.

- recognizes explicit sequence of events

Sequence of events questions may ask about any event in a sequence. Words like "first," "last," "before" must be included in the passage. Events in the text are presented in actual order of occurrence.

Test questions will not require students to arrange a series of events in numerical order. Sequences are relevant for overall passage comprehension.

- recognizes explicit cause and effect

Cause and effect questions reflect the relationship between two events, people, or situations. Relational words such as "since," "so," and "because" must be used in passages to indicate a relationship. Either the cause or effect is stated in the question but not both.

Examples for Objective 1:

Marty was excited about his visit to his grandparents' house. He had packed his suitcase yesterday because Grandpa would be picking him up very early. This morning, Marty checked his list once more to be sure nothing was missing. When that was done, he ate breakfast and put the dishes in the sink. Then Marty put Grandpa's surprise in a big paper bag so he wouldn't see it until they got to his house. Marty had just enough time left to find his jacket before Grandpa would be there.

Strategies for Options:**explicit main idea**

Which is the main idea?

- | | |
|--|------------|
| * (A) Marty was excited about visiting his grandparents. | (A) |
| (B) Marty has a surprise for Grandpa. | (B) detail |
| (C) Marty is leaving very early. | (C) detail |
| (D) Marty ate breakfast. | (D) detail |
-

explicit detail

Which did Marty put in a paper bag?

- | | |
|--------------------------|---------------------------------|
| (A) jacket | (A) detail mentioned in passage |
| (B) suitcase | (B) detail mentioned in passage |
| (C) breakfast food | (C) detail mentioned in passage |
| * (D) Grandpa's surprise | (D) |
-

explicit sequence of events

Which did Marty do before he ate breakfast?

- | | |
|-------------------------------------|---------------------------------|
| * (A) checked his list | (A) |
| (B) found his jacket | (B) he did this, but not before |
| (C) packed his suitcase | (C) he did this, but not before |
| (D) put Grandpa's surprise in a bag | (D) he did this, but not before |
-

explicit cause and effect

Why did Marty pack his suitcase yesterday?

- | | |
|--|---------------------------|
| (A) Grandpa told him to do it then. | (A) unknown |
| * (B) Grandpa was picking him up early. | (B) |
| (C) He wanted to have time to eat breakfast. | (C) unknown |
| (D) The surprise for Grandpa had to be hidden. | (D) true, but wrong cause |

Examples for Objective 1:

Aaron and Carmen wanted to make a kite. First they gathered string, newspaper and glue for their project.

It didn't take long for Aaron and Carmen to find out that there was more to building a kite than just having the right materials. They were so disappointed. A great day for kite flying and they didn't have one!

Carmen thought and thought. "I know what to do next!" she said. "Let's go find Uncle Max. He'll help us!"

They found Uncle Max in his garden. Carmen was right. At last, the kite was finished. Uncle Max even found some strips of cloth for the kite's tail.

"Adding the tail will help it fly better," Uncle Max said.

The three walked across the street to the baseball field. Holding the kite string, Carmen ran with the kite until the wind lifted it high in the air. Uncle Max smiled at his two happy friends.

explicit sequence of events

Which did Aaron and Carmen do before they went to see Uncle Max?

- | | |
|-------------------------------------|-----------------------------------|
| (A) flew their kite | (A) they did this, but not before |
| * (B) tried to build a kite | (B) |
| (C) walked to the baseball field | (C) they did this, but after |
| (D) found cloth for the kite's tail | (D) they did this, but after |

(Note: This passage is used again in Objective 3 to show examples of implicit questions that can be asked. On the test, a long passage like this one generally has several questions from different objectives to go with it.)

Examples for Objective 1:**Strategies for Options:**

Sondra had been getting ready for the bicycle race. She rode her bicycle an hour every day for a month. She ate healthy foods and got plenty of sleep.

On Saturday morning, Sondra got up early. She called her friend, Sarah Ann, to make sure she was awake, too. Sondra fixed herself a good breakfast. After she dressed, she went to the garage to check her bicycle. Sondra checked the air in both tires. She checked the handlebars and then the seat. She checked the brakes one more time, too. It was 7:30 as she got her bicycle out and headed for Sarah Ann's and the Bike-A-Thon!

explicit main idea

Which is the main idea?

- | | |
|---|-----------------------------|
| (A) Sondra called her friend Sara Ann. | (A) a detail in the passage |
| * (B) Sondra got ready for the bicycle race. | (B) |
| (C) Sondra went to the garage to check her bicycle. | (C) a detail in the passage |
| (D) It was 7:30 and time to head for the Bike-A-Thon. | (D) a detail in the passage |

explicit cause-effect

Sondra called Sarah Ann to

- | | |
|---------------------------------|---------------------------------------|
| (A) come over to her house. | (A) Sondra went to Sarah Ann's house. |
| * (B) be sure she was awake. | (B) |
| (C) help her check her bicycle. | (C) She checked her bike alone. |
| (D) ask her over for breakfast. | (D) not the reason for the call |

explicit detail

Where did Sondra go to check her bicycle?

- | | |
|-----------------------|---|
| * (A) garage | (A) |
| (B) Bike-A-Thon | (B) a detail in the passage |
| (C) bicycle shop | (C) logical, but not in this case |
| (D) Sarah Ann's house | (D) She went there, but not to check her bike |

(Note: This passage is used again in Objective 3 to show examples of implicit questions that can be asked. On the test, a long passage like this one generally has several questions from different objectives to go with it.)

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: Literal Comprehension

Objective 2: The student interprets instructions in the context of academic materials or everyday situations.

Assessment Characteristics:

Test questions require students to recognize appropriate completion of a task as specified by instructions or other directive information. These questions emphasize application rather than terminology.

- **interprets instructions**

Instructions may include two but no more than three steps. Instructions are realistic and clear. Simple syntax and vocabulary is used.

The answer to a question is based on content of the passage rather than on prior knowledge.

Examples for Objective 2:

interprets instructions

Mrs. Anders asked the children to draw a picture of something to eat. Then she wanted them to write a sentence about the food under the picture. When they finished, she asked them to put their names on the bottom of their papers. Which student followed her directions?

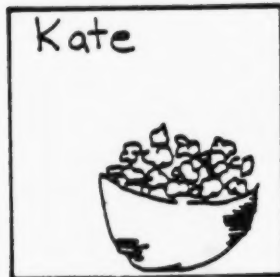
Strategies for Options:

(A)



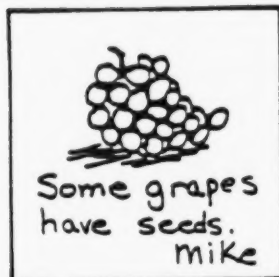
(A) sentence not under picture

(B)



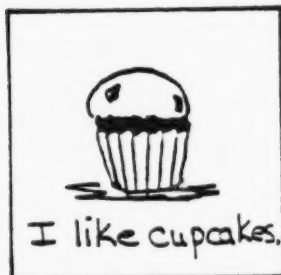
(B) no sentence, name placed incorrectly

*(C)



(C)

(D)



(D) no name

Examples for Objective 2:

interprets instructions

Mr. Woo told his art students to hang their pictures on the wall, put their paint brushes in the jar, and put their paint jars back in the box. Which student followed instructions?

(A)



(A) brushes are in box

(B)



(B) no instructions were followed

*(C)



(C)

(D)



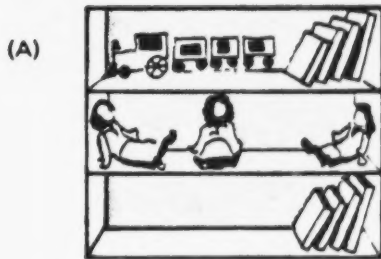
(D) drawing and brushes are on the table

Examples for Objective 2:

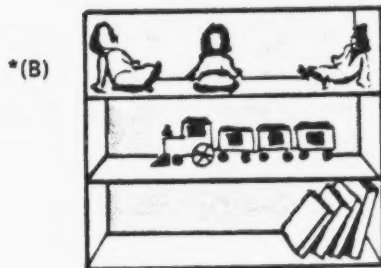
interprets instructions

Jessie fixed the shelves in her room. The books were on the bottom shelf. A toy train was on the middle shelf. Her dolls were on the top shelf. Which shows how the bookshelf looked when Jessie was done?

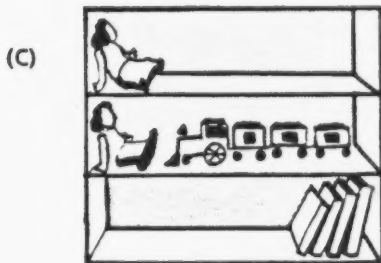
Strategies for Options:



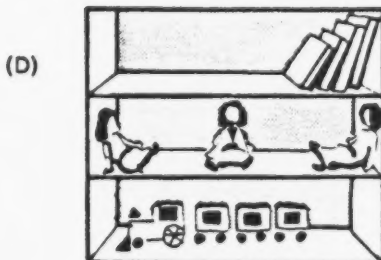
(A) no directions were followed



(B)



(C) dolls on 2 shelves



(D) no directions were followed

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: Inferential Comprehension

Objective 3: The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Assessment Characteristics:

Test questions for this objective require the student to read a passage and then answer questions about information implied in the passage.

Implicitly stated information, or information "between the lines" of a passage, is not stated in a single sentence.

Content of the passages is based on reality, not fantasy.

- **recognizes implicit main ideas**

An implicit main idea is not found in a single sentence in the passage. It must be inferred from more than one sentence. Selecting a title for a passage is one way an implicit main idea is assessed.

- **recognizes implicit details**

Detail questions focus on information necessary or relevant to overall passage comprehension but which is not directly stated in the passage.

Detail questions may ask for the setting, time of day, or location of an action or event.

- **recognizes implicit sequences of events**

Sequence questions may ask about an event that is not directly stated in the passage. When the event is stated, words like "first" or "next" are omitted, so that the sequence is not explicit.

All events in passages are presented in the correct temporal order of occurrence, i.e., flashbacks are not used. Students are not required to arrange events in numerical order.

~~Sequence questions do not ask about a last, unstated event in a sequence; these would be classified as predictions.~~

- **recognizes implicit cause and effect relationships**

The cause and effect questions are based on a relationship between two events, people, or situations.

The relationship is clearly implied. Specific signal words like "because" or "since" are not used in the passage. Use of such words make a relationship explicit.

Examples for Objective 3:**Strategies for Options:**

Dean's dog, Bruno, was fast asleep after eating his dinner. Fluffy, the cat, crept up behind him and began to play with his tail. Bruno woke up right away and began to bark. Fluffy was scared! As she ran away, Fluffy knocked over a lamp. Dean found Fluffy and took her outside. At last, Bruno was quiet.

implicit main idea

Which is the best title?

- (A) Bruno's Nap
- (B) Fun With Pets
- (C) Barking Dogs
- * (D) Bruno and Fluffy

- (A) partially correct
- (B) too general
- (C) partially correct
- (D)

implicit details

When Fluffy went outside, Bruno stopped

- * (A) barking.
- (B) eating.
- (C) playing.
- (D) running.

- (A)
- (B) mentioned, something dogs do
- (C) mentioned, something dogs do
- (D) mentioned, something dogs do

implicit sequence of events

Before he put Fluffy outside, Dean

- (A) knocked over a lamp.
- * (B) had to find her.
- (C) woke her up.
- (D) took a nap.

- (A) Fluffy knocked over the lamp
- (B)
- (C) Fluffy woke up Bruno
- (D) Bruno took a nap

implicit cause and effect

Fluffy was scared because she

- (A) just woke up.
- * (B) made Bruno bark.
- (C) had to go outside.
- (D) knocked over a lamp.

- (A) inappropriate cause
- (B)
- (C) inappropriate cause
- (D) inappropriate cause

(Note: These particular detail, sequence of events, and cause and effect questions would not appear together in a test form because they are not independent of each other; they ask about the same information in different ways.)

Examples for Objective 3:

Strategies for Options:

Aaron and Carmen wanted to make a kite. First they gathered string, newspaper and glue for their project.

It didn't take long for Aaron and Carmen to find out that there was more to building a kite than just having the right materials. They were so disappointed. A great day for kite flying and they didn't have one!

Carmen thought and thought. "I know what to do next!" she said. "Let's go find Uncle Max. He'll help us!"

They found Uncle Max in his garden. Carmen was right. At last, the kite was finished. Uncle Max even found some strips of cloth for the kite's tail.

"Adding the tail will help it fly better," Uncle Max said.

The three walked across the street to the baseball field. Holding the kite string, Carmen ran with the kite until the wind lifted it high in the air. Uncle Max smiled at his two happy friends.

implicit main idea

Which is the best title?

- (A) A Sad Day
- * (B) Making a Kite
- (C) The Broken Kite
- (D) Uncle Max's Garden

- (A) detail related to being disappointed
- (B)
- (C) detail relating to inability to make a kite
- (D) detail mentioned in passage

implicit cause and effect

Aaron and Carmen found Uncle Max so he could

- (A) play baseball.
- * (B) help build a kite.
- (C) buy them a kite.
- (D) show them his garden.

- (A) ball field was mentioned
- (B)
- (C) inaccurate information
- (D) Max's garden was mentioned

(Note: This passage is used in Objective 1 to show how explicit questions can also be asked. A long passage like this one generally has several questions from different objectives to go with it.)

Examples for Objective 3:

Sondra had been getting ready for the bicycle race. She rode her bicycle an hour every day for a month. She ate healthy foods and got plenty of sleep.

On Saturday morning, Sondra got up early. She called her friend, Sarah Ann, to make sure she was awake, too. Sondra fixed herself a good breakfast. After she dressed, she went to the garage to check her bicycle. Sondra checked the air in both tires. She checked the handlebars and then the seat. She checked the brakes one more time, too. It was 7:30 as she got her bicycle out and headed for Sarah Ann's and the Bike-A-Thon!

implicit sequence of events

After Sondra checked the tires, she

- (A) got dressed.
- (B) ate breakfast.
- (C) called Sarah Ann.
- * (D) checked the handlebars.

Strategies for Options:

- (A) did that before
- (B) did that before
- (C) did that before
- (D)

implicit detail

How did Sondra get to Sarah Ann's house?

- (A) She walked.
- * (B) She rode her bike.
- (C) Her Dad drove her.
- (D) Sarah Ann's Mom picked her up.

- (A) logical, but she didn't
- (B)
- (C) logical, but this didn't happen
- (D) logical, but she didn't

(Note: This passage is used in Objective 1 to show how explicit questions can also be asked. A long passage like this one generally has several questions from different objectives to go with it.)

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: Inferential Comprehension

Objective 4: The student interprets semantic relationships in the context of academic materials or everyday situations.

Assessment Characteristics:

- **interpret word meanings from context**

Sentences or paragraphs provide adequate context clues for students to determine the meaning of a word.

Compound words and words with multiple meanings may be used. However, only one meaning is referenced for an item.

Words with obscure meanings are not used, nor are students asked to make fine distinctions in meanings.

- **affixes**

Students are not asked for the meaning of an affix, only to identify which word contains an affix.

Affixes may include un-, non-, in-, -er, -est, -ed, -ing, -s, and -ly.

- **match pronouns to their referents**

Ample context is provided for each item.

Students are not required to understand the term "pronoun," but to identify the noun to which the pronoun refers.

Possessive pronouns are not used.

Examples for Objective 4:**Strategies for Options:****interprets word meanings**

Dana lost her shoe. She looked in her room and all over the house. At last, she located the shoe under her bed.

Located means

- * (A) found.
- (B) lost.
- (C) put.
- (D) wore.

- (A)
- (B) used in first sentence
- (C) looking in places--"where did I put it"
- (D) shoes are typically "worn"

interprets word meanings

We looked across the valley. We could see white snowcaps sparkling on mountains three miles away.

Snowcaps means

- (A) white hats.
- (B) caps for snowmen.
- (C) snow in the valley.
- * (D) snow on mountaintops.

- (A) refers to white and cap/hat
- (B) plays on a possible literal use of the word
- (C) relates to where the snow is located
- (D)

affixes

In which word does un mean not?

- (A) uncle
- (B) under
- (C) unicorn
- * (D) unlucky

- (A) begins with un
- (B) begins with un
- (C) begins with un
- (D)

pronoun referents

Sandy was looking for the lost book. Chip and Thomas were helping. They looked for it in the closet and on the floor. Finally they found the book right in Sandy's desk!

It means

- * (A) book.
- (B) closet.
- (C) desk.
- (D) floor.

- (A)
- (B) a place where the children looked
- (C) mentioned in paragraph
- (D) a place where the children looked

**THIRD GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT**

Skill Area: Inferential Comprehension

Objective 5: The student classifies words in the context of academic materials.

Assessment Characteristics:

- **classifies words**

Test questions may require the student to select a word that "fits" with a set of given words.

An question may require the student to identify the attribute or dimension that is the basis for the classification.

Classification questions may be written in conjunction with a table of contents. Test questions ask how all the entries are alike (e.g., What is the book about?). The table of contents also has associated questions for Objective 7.

Examples for Objective 5:

classifies words

flower, bush, weed

Which word belongs with these?

- (A) desk
- (B) milk
- (C) shoe
- * (D) tree

Strategies for Options:

- (A) does not grow
- (B) does not grow
- (C) does not grow
- (D)

recognizes basis of classification

Cats, dogs and goldfish are all

- (A) furry animals.
- (B) fast runners.
- (C) noisy.
- * (D) pets.

- (A) applies to cats and dogs only
- (B) applies to cats and dogs only
- (C) applies to cats and dogs only
- (D)

Table of Contents

Grasshopper.....	3
Ants.....	5
Mosquitoes.....	7
Flies.....	10

recognizes basis of classification

This table of contents might be found in a book about

- (A) pets.
- (B) worms.
- * (C) insects.
- (D) zoo animals.

- (A) types of animals
- (B) small like insects
- (C)
- (D) types of animals

**THIRD GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT**

Skill Area: **Problem Solving**

Objective 6: **The student matches similar sounds represented by letters in the context of words.**

Assessment Characteristics:

Test questions for this objective require a student to match words with the same sounds.

- **matches vowels**
- **matches consonants**

Test questions may include:

- long (glided) and short (unglided) vowels;
- words containing more than one vowel as long as only a single vowel sound is represented (no diphthongs);
- two-letter consonant blends, three-letter consonant clusters, and digraphs.

Sounds are represented in the context of a word, i.e., "the buh sound" and "the sound b makes" are not used in the wording of the question.

Words influenced by dialect variations are not used in questions or options.

Examples for Objective 6:

matches vowels

Which word has the same vowel sound as the word trick?

- (A) bird
- * (B) inch
- (C) truck
- (D) twice

Strategies for Options:

- (A) incorrect i sound
- (B)
- (C) has t plus r
- (D) incorrect i sound

matches consonants

Which word has the same gh sound as the word ghost?

- (A) giraffe
- * (B) got
- (C) host
- (D) tough

- (A) begins with the soft g sound
- (B)
- (C) rhymes
- (D) has gh with f sound

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: Problem Solving

Objective 7: The student uses reference skills in the context of academic materials or everyday activities.

Assessment Characteristics:

- **alphabetical order**

Test questions require students to alphabetize three words by the first, second, or third letter.

Test questions for alphabetizing may also ask which book or volume of a set of reference books would be used to locate a specific topic (i.e., whales). The books would be shown with the alphabet letters printed on them (i.e., W-Z).

Guide words in a dictionary may be used; a question may require a student to select a word that would be found on a page with given guide words. (Alphabetizing will be up to three letters.)

- **uses a dictionary**

Test questions may require students to use an excerpt from a dictionary to select the appropriate meaning of a word.

The entries present only a single meaning for each word.

- **uses a table of contents**

Test questions may require students to use a table of contents for locating information.

Test questions do not ask how many pages long a chapter is or on which page a chapter ends.

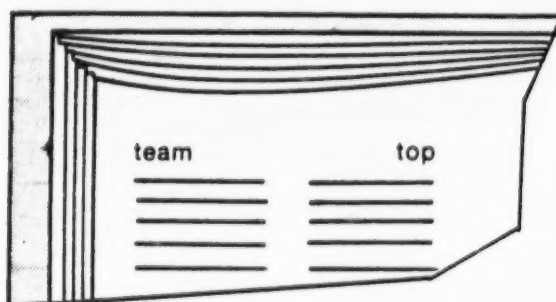
Examples for Objective 7:**alphabetical order**

Which shows the words in A-B-C order?

- (A) steam
scream
smash
- (B) scream
smash
steam
- (C) scream
steam
smash
- (D) smash
steam
scream

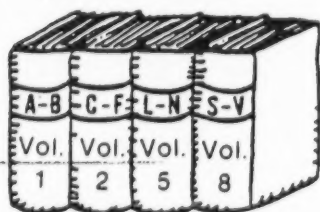
Strategies for Options:

- (A) incorrect order
(B)
(C) incorrect order
(D) incorrect order

uses guide words

Which word would be found on the same dictionary page with these guide words?

- (A) tap
(B) trade
*(C) time
(D) tame
- (A) before
(B) after
(C)
(D) before

alphabetical order

Anita is writing a report for science class. She wants to know about life in the desert. In which book should she look?

- (A) Vol. 1
*(B) Vol. 2
(C) Vol. 5
(D) Vol. 8
- (A) before
(B)
(C) after
(D) after

Examples for Objective 7:

branch (branch) n. limb on a tree: The tree had many large branches.

brand (brand) n. name on a box or item that says who made it: "Newton" is a brand of jeans.

bread (bred) n. food made with flour: Bread is made from flour.

break (brāk) v. to divide into pieces: Sandy said she would break the cracker in half.

Strategies for Options:

selects appropriate meaning

Which word names a part of a tree?

- * (A) branch
- (B) brand
- (C) bread
- (D) break

- (A)
- (B) incorrect choice from dictionary list
- (C) incorrect choice from dictionary list
- (D) incorrect choice from dictionary list

selects appropriate meaning

Which word means the name on a milk carton?

- (A) branch
- * (B) brand
- (C) bread
- (D) break

- (A) incorrect choice from dictionary list
- (B)
- (C) incorrect choice from dictionary list
- (D) incorrect choice from dictionary list

Examples for Objective 7:

Strategies for Options:

TITLE	PAGE
Tomorrow's Dream.....	3
Patsy's Surprise.....	9
Borrowed Trouble.....	14
Mali's Adventure.....	22
Too Many Baby Elephants.....	31

table of contents

On which page does the story about Patsy begin?

- (A) 3
- * (B) 9
- (C) 14
- (D) 31

- (A) incorrect choices from table of contents
- (B)
- (C) incorrect choices from table of contents
- (D) incorrect choices from table of contents

table of contents

On which page does the story begin that has information about elephants?

- (A) 3
- (B) 9
- (C) 22
- * (D) 31

- (A) incorrect choices from table of contents
- (B) incorrect choices from table of contents
- (C) incorrect choices from table of contents
- (D)

THIRD GRADE CRITERION-REFERENCED TESTS READING TEST CONTENT

Skill Area: **Problem Solving**

Objective 8: **The student makes predictions in the context of academic materials or everyday activities.**

Assessment Characteristics:

Test questions require students to recognize statements that are predictions.

- **makes predictions**

Prediction implies a future event which is the next most likely event based on the events or clues stated in a passage. Given the details of the passage, the prediction is a likely result which is not actually stated.

The wording of the question indicates that the event has not yet happened.

Examples for Objective 8:

Jamie practiced his part in the play. Aunt Amelia listened to him and helped him all last week. Now Jamie could say his part without making any mistakes. Jamie was ready when the play began. Dori has spoken her lines and now it is Jamie's turn.

makes predictions

Which will most likely happen next?

- | | |
|--|---|
| (A) Dori will have to say Jamie's part. | (A) probably not, since he practiced hard |
| (B) Jamie will say Dori's lines by mistake. | (B) not logical since there is no evidence that she knows Jamie's part |
| (C) Aunt Amelia will say her part in the play. | (C) no evidence that Aunt A. is in the play, though she may know the lines since she helped Jamie |
| *(D) Jamie will say his part without any mistakes. | (D) |

Strategies for Options: